

The Path to Change

How Campus Communities Worked to Change Non-Tenure-Track Policies and Practices

In these documents, we hope to assist change agents in creating positive changes for non-tenure-track faculty (NTTF) by highlighting examples of how different change agents and levers have been used to advance change on actual college campuses. Changes can originate with the efforts of many different actors at different levels. Too often, we have heard change agents voice frustration that there was no shared vision about the need for change. These cases show how changes can emerge from one part of an institution and eventually spread, leading to much broader institution wide changes. We have observed these four processes as being the most common:

Union-led

Senate-led

Joint Faculty and Administrative Task Force-led

State- or System-led

Change processes can also be led by departments, although we find this less frequently.

There are also many different levers used along each path to change, including data collection, relationship building, strategic planning, accreditation, institutional values and mission, open forums, and creating key documents. Each case demonstrates the ways that certain change agents orchestrate and use levers at their disposal in their particular context to create change. Yet, as you will see, there are many common levers that can be used across different campuses.

Madison Area Technical College

In this document, we highlight the path and change agents involved in helping to facilitate positive change for non-tenure-track faculty.

This is an example of a **Union-Led** path to change.

Madison Area Technical College's (MATC) path to change demonstrates a process where change agents can use campus operations and processes like strategic planning, accreditation, and data collection, as well as harness groups like unions to create change. These four efforts worked together to advance change. First, we highlight the formation of a union for part-time faculty. Then, we discuss how NTTFs and supporters leveraged strategic planning, accreditation, and data collection to advance their agenda on campus and within the union.

Underlined headings indicate the main levers used in this change process.

The main change agents involved are: ***NTTFs in Union, Accreditation Team, and Administration, including the College President.***

Unionization

Support from the Wisconsin Federation of Teachers and the MATC Full-Time Teachers' Union – In 1996, with the help of the Wisconsin Federation of Teachers and the MATC Full-Time Teachers' Union, the Part-Time Teachers' Union was formed. The first two and half years were spent negotiating the first Collective Bargaining Agreement (CBA).

The Bargaining Team – The Part-Time Teachers' Union conducted surveys; the bargaining team ranked issues of importance and developed proposals for negotiation. The bargaining team consisted of representatives from the various departments on campus and included a large number of part-time faculty. The union galvanized members and helped to create the initial structural changes needed for advancing broader changes for NTTFs on campus.

Next, we highlight the three campus levers that helped pushed the CBA forward. The administration may not have intended or expected that accreditation, strategic planning, and data collection would serve to support efforts to advance these meaningful

changes for NTTFs. But, these processes led to a deeper exploration that helped to reveal problems with current policies and practices. When administrators are open to change or considering alternatives, these levers can help to build a case for providing better support for NTTFs.

Strategic Planning

MATC District Board adopts Institutional Values – In 1999, MATC began a Strategic Planning Process through which the MATC district board adopted three core institutional values of **excellence, respect, and integrity**. The strategic planning process included gathering information and developing the college’s values statement. This set the stage for proponents of changes to appeal to established institutional values in advancing NTTF concerns later on.

College President Convenes Sessions – In addition, the College President and administration held “values at work conversation sessions,” in order to create the best work culture for the learning community. Together staff, faculty, and administrators reflected on how to work together to attain institutional goals. These sessions included all college employees and led the college community through a reflective process. For example, the value of respect became important when considering the relationship between tenure-track and non-tenure-track faculty and the need for changing the workplace climate, as well as policies and practices.

For a list and review of MATC’s core values, visit: <http://madisoncollege.edu/madison-area-technical-colleges-strategic-values>.

Accreditation

College Administration Implement Assessment – In addition to strategic planning, the college also adopted and implemented the Academic Quality Improvement Project (AQIP) in 2001. This self-assessment increased support for part-time faculty as ongoing issues and concerns for faculty could be raised and addressed. All faculty, staff, and administrators were involved in the discussions about the college’s self-assessment. Four action projects were determined. AQIP 4 was entitled Equivalent Instructional Support for Part-Time Instructors. Its goal was “to create and implement a systematic process of including all part-time instructors as valued partners in the work of the college.”

For more information about AQIP 4 visit: <http://madisoncollege.edu/equivalent-instructional-support>.

Team Developed the Life Cycle for Part-time Faculty and Four Policies – The team included: nine administrators, four part-time faculty, two full-time faculty, two support staff, one coordinator/note taker, and one outside facilitator. The team formed a life cycle of part-time faculty: recruit, hire, support, perform, assess and develop, and terminate or continue. They also developed a set of four important policies for part-time faculty at MATC, which were presented to the College Council for approval and implementation. The policies were approved.

Learner Success Part-Time Faculty Advisory Council Formed – After AQIP 4 was completed, they established a new body that would continue this work on an ongoing basis – the Learner Success Part-Time Faculty Advisory Council – building upon and supporting the changes made during the accreditation process. Members included: nine part-time faculty, including the president of the part-time teachers union, and two administrators. The purpose and scope of the council was similar to the earlier accreditation team – to garner institutional support for part-time faculty. This Council ensured that the hard won changes made through strategic planning and accreditation became implemented fully and institutionalized.

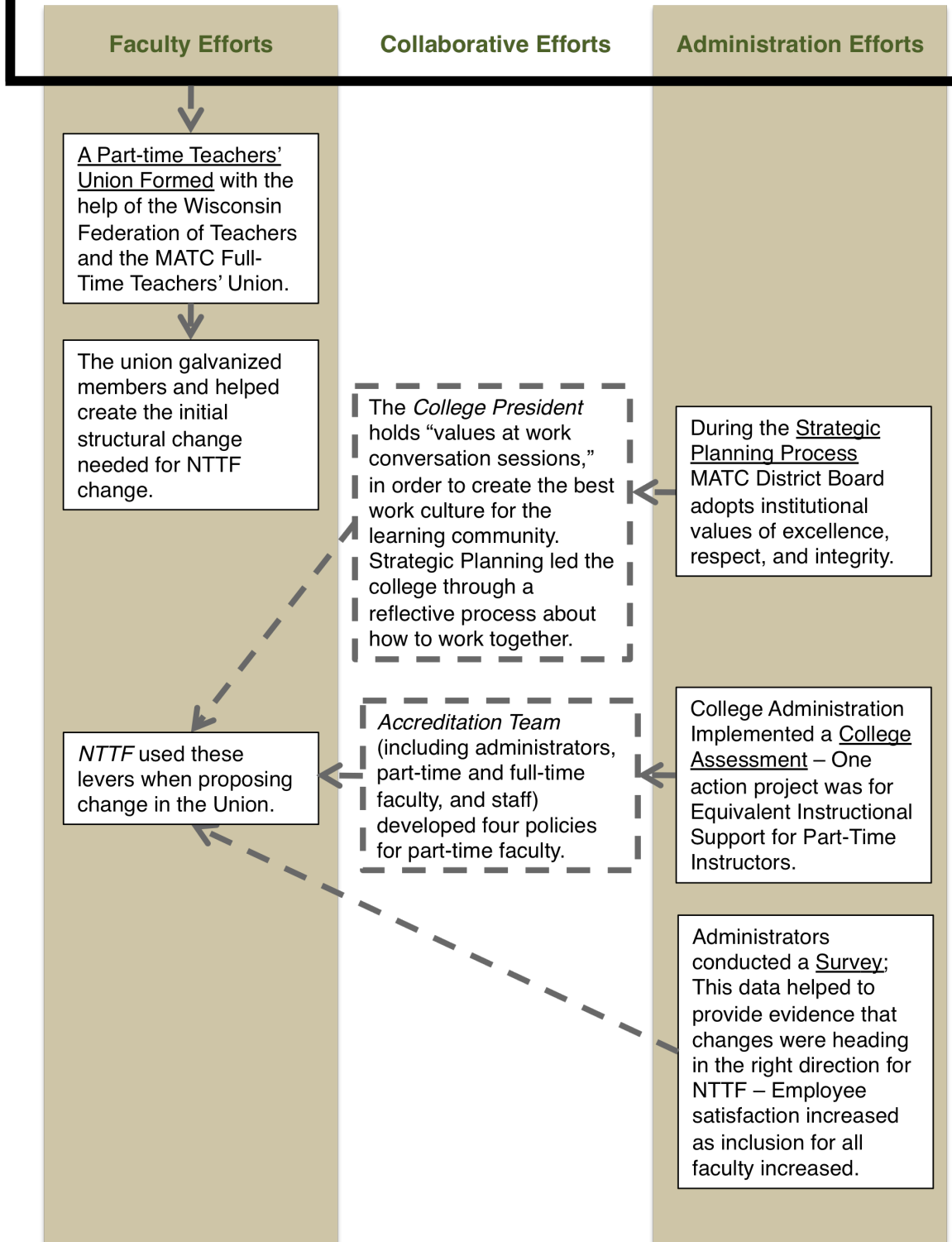
Data Collection

Administration – During the process of unionization, strategic planning, and accreditation, the college was using the National Initiative for Leadership and Institutional Effectiveness Personal Assessment of the College Environment (PACE) survey – every three years from 1996-2008 (<http://www.ncsu.edu/project/niliesurvey/surveys.html>). This survey helped to provide evidence that changes were headed in the right direction for supporting NTTFs. Administrators saw that employee satisfaction increased as the college administration embraced an attitude of inclusion for all faculty, staff, and administrators that demonstrated their input was being valued. This data helped NTTF support their proposal for change.

The information from this document was excerpted from Nancy McMahon’s chapter in Kezar, A. (Ed.), *Embracing Non-Tenure Track Faculty: Changing Campuses for the New Faculty Majority*. See Chapter 4 for additional details on on MATC’s multifaceted approach to change.

Mapping the Path to Change

MATC is an example of a **Union-Led** path to change. Here we highlight the levers used (underlined) and change agents (*italicized*) involved to create change.



Example Practices

From Madison Area Technical College's Path to Change

Some example practices from the **Madison Area Technical College's (MATC)** case include contracts, standardized salary scales, participation in governance and professional development, office space, data collection, campus-wide and departmental orientations, mentoring, and course documentation, to name a few. MATC took many approaches to reach these different changes. Below we highlight the best practices from each approach.



For additional resources, please visit The Delphi Project on the Changing Faculty and Student Success Resources and Tool Kits website, which contains information and tools for examining non-tenure track faculty (NTTF) conditions on your campus. For example, ***Non-Tenure-Track Faculty on Our Campus: A Guide for Campus Task Forces to Better Understand Faculty Working Conditions and Necessity of Change*** is designed for use by task forces, committees, or groups who would like to examine non-tenure-track faculty practices and issues at the campus level. Its question sections, discussion questions, and concluding questions guide practitioners through the process of examining non-tenure-track faculty issues on campus and help them to better understand challenges associated with current practices and begin to build the rationale for change.

<http://resources.thechangingfaculty.org>

Below we highlight the levers (underlined) under which the change (**bolded**) took place and provide detail on the policy or practice.

Through union agreement initiatives the following example practices were implemented:

Contracts and Evaluation – Prior to having a contract, part-time faculty signed a one-paragraph agreement that they would work for the school for a year. After the first Collective Bargaining Agreement (CBA) part-time faculty received letters of agreement stating specific course assignments, dates, location, and compensation. The CBA also defined probation, provided grievance procedures, and addressed leaves and absences. The most recent CBA language includes evaluation of part-time faculty, which led the college to establish the Human Resources Office of Part-Time Faculty Support and Services.

Salary – The CBA codified and unified language about salaries and working conditions across the campus. Pay improved, but there is still a large disparity between full-time and part-time faculty. Work completed outside the classroom is now defined and compensated.

Governance and Professional Development – Part-time faculty are now paid for their service on committees, developing curriculum, and for other professional duties. The union president approves all part-time faculty who serve on councils or committees. Prior to the CBA, part-time faculty were essentially expected to donate their time for these activities. A professional development fund was also set aside for part-time faculty to attend conferences, fund continuing education, or cover examination fees and other related expenses.

Office Space – Whereas they previously had no regular access to office space, part-time faculty were provided shared office spaces around campus.

For a review of the Union's activities for 2012 visit the following website: <http://ptunion.wi.aft.org/information-related-2012-union-activities>.

Through accreditation the following example practices were implemented:

Campus-wide Orientation, Professional Development, Mentoring, and Course Documentation – The Center for Excellence in Teaching and Learning now hosts orientation sessions for all new faculty and provides professional development opportunities to part-time faculty. Orientation and professional development courses are offered during the day or evening, as well as online. Also, all new faculty members are offered opportunities to have mentoring with an experienced faculty member. Mentors and mentees

are paid for their participation. Lastly, the college is in the process of providing course documentation for part-time faculty prior to teaching the course. There have been some issues getting this information online, but a number of course portfolios are available.

Other example practices implemented by the Arts and Sciences and English Departments:

Departmental Orientation, Faculty Handbook, Professional Development, Governance, Voting Rights, Membership Fees, Compensation for Professional Development – Change agents in the Arts and Sciences and English Department have adopted additional policies and practices for supporting part-time faculty and have helped improve their visibility on campus. Both departments have a large number of part-time faculty and a high turnover rate, which partially explains why these departments took the lead in providing these additional forms of support for their part-time faculty. For example, Arts and Sciences established a department orientation, developed a faculty handbook, and support part-time faculty to attend conferences. The English Department includes part-time faculty in departmental committees, gives part-time faculty proportional voting rights, provides funds for conferences, pays membership fees to associations, and compensates faculty to attend best practices meetings and faculty excellence workshops.

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Project Description

The nature of the American academic workforce has fundamentally shifted over the past several decades. Whereas full-time tenured and tenure-track faculty were once the norm, more than two-thirds of the professoriate in non-profit postsecondary education is now comprised of non-tenure-track faculty. New hires across all institutional types are now largely contingent and this number will continue to grow unless trends change. The purpose of this project is to examine and develop solutions to change the nature of the professoriate, the causes of the rise of non-tenure-track faculty, and the impact of this change on the teaching and learning environment.

In partnership with the Association of American College and Universities

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,250 member institutions - including accredited public and private colleges, community colleges, and universities of every type and size.

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